

Learner Centered



Laura Terrill

What is engagement?



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What does it mean to be cognitively engaged?



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21st Century Skills



"Intellect works in concert with feeling, so if I hope to open my students' minds, I must open their emotions as well."

Parker Palmer



Communication

Collaboration

Critical Thinking

Creativity

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Do you want to talk about it? Why or why not?

59 Dans une station de ski (Leçon 15)

Le français parle-t-il ?



What makes this image interesting?

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Which one is more interesting? Why?

7

59 Dans une station de ski (Leçon 15)

Le français parle-t-il ?



What about this one?

Ouiiiin! Mais que se passe-t-il?

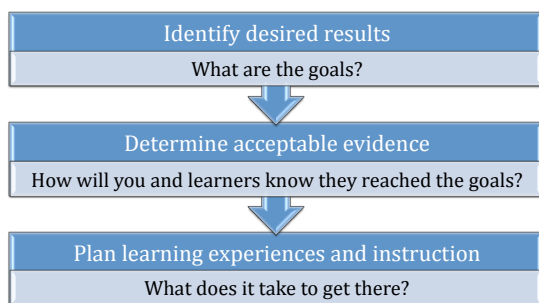


Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

Laura Terrill, NNELL 2015

Backward Design – Units and Lessons

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Teaching vs Learning

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Teaching is
what occurs
outside of the
head.

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Teaching vs Learning

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Learning
is what occurs
inside the
head.

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Strategies for Cooperative Work

Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



Teammates Consult



What are the implications of reaching 7 billion for the Earth's population?

1. Think about your answer and write a few ideas.
2. Pair and compare your thinking with a partner.
3. Share with the class. Then, individually write your ideas again.

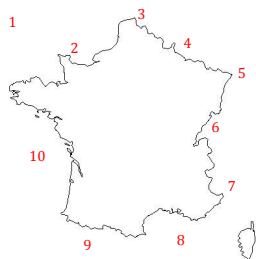
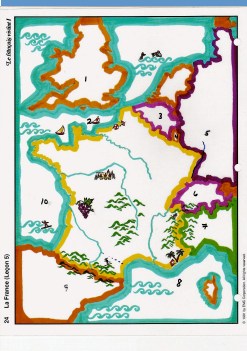
Strategies for Cooperative Work

Numbered Heads Together



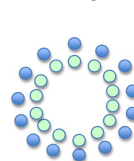
Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Learn It the First Time

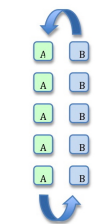


Strategies for Cooperative Work

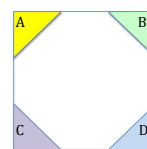
Working with Random Partners



Inner/Outer Circle



Rotating Rows



Four Corners

mountains city

Four Corners

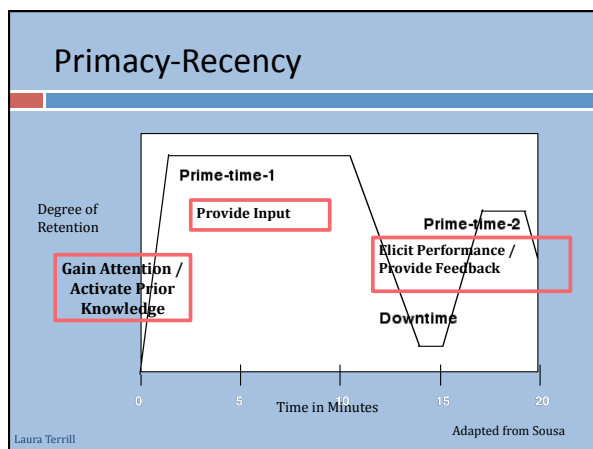
What is your first choice for the ideal vacation? Why?

1. Students jot down reasons for their personal choice.
2. They move to the corner and take turns sharing reasons until they have heard from others and can add to their own list.
3. They collaborate as a group or in small groups within the corner to shape the reasons.
4. They meet with students from another corner to share reasons that their choice is best.
5. Day 2 – back to original corners to strengthen reasons and then pair with different group.

beach national park

KEEP CALM
AND
PRETEND IT'S ON
THE LESSON PLAN

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FACILITATING A LEARNER-CENTERED CLASSROOM

KEY CHARACTERISTICS
In the learner-centered classroom, the teacher:

- acts as a partner with students in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learner's performance
- engages learners in cognitively challenging real-world tasks
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner's performance

IN A LEARNER-CENTERED CLASSROOM, THE TEACHER GRADUALLY RELEASES RESPONSIBILITY

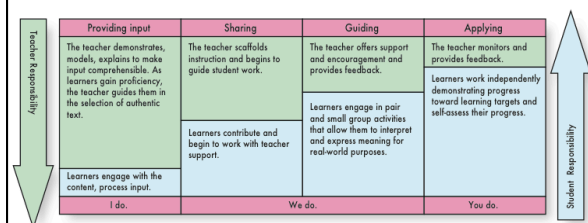
Teacher Responsibility	Providing Input	Sharing	Guiding	Applying
	The teacher demonstrates, models, explains to make input comprehensible. As learners gain proficiency, the teacher guides them in the selection of authentic text.	The teacher scaffolds instruction and begins to guide student work. Learners contribute and work with teacher	The teacher offers support and encouragement and provides feedback. Learners engage in pair and small group activities that allow them to interpret and express meaning for real-world purposes.	The teacher monitors and provides feedback. Learners work independently demonstrating progress toward learning targets and self-assess their progress.

Teacher Responsibility

Applying

responsibility

Gradual Release of Responsibility



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Adapted from Douglas Fisher

I DO...WE DO...YOU DO

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I DO

- The teacher:**
- gets the attention of the learner
 - communicates the learning goal of the lesson
 - provides comprehensible input
 - models language use in context



WE DO

- The students:**
- work collaboratively to use language
 - are supported by peers
 - gain confidence
 - receive feedback on performance



YOU DO

- The individual student:**
- demonstrates his/her ability to meet the goal of the lesson

Laura Terrill, STARTALK 2015

Key Lesson Planning Question

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What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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Lesson Design



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Living in the City

EQ: What is the ideal city?

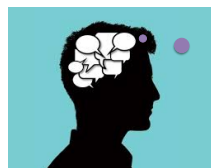


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Lesson Learning Target

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Function(s): **Name** places in a city
Ask and answer questions indicating if there is or isn't (place) in a city



Hear the conversation you want students to have.

Laura Terrill, NNELL, 2015

Learning Target – Name places that are found in and near cities

Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Facilitating a learner-centered classroom

Practice	Evidence
Learners clearly understand the learning targets for the lesson.	
The teacher actively models language production prior to having learners work collaboratively or individually. Learners clearly understand how to engage in language tasks.	
Learners work individually, in pairs, and in small groups. The learner, not the teacher, is the more active participant.	
The lesson varies in the level of intensity, and the teacher incorporates physical movement as needed.	
All learners are engaged and work collaboratively to complete meaningful tasks in the target language.	

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